DOCUMENT RESUME

ED 298 127 SP 030 566

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TITLE Alabama Career Incentive Program. Evaluator's Manual.
INSTITUTION Alabama State Dept. of Education, Montgomery.
PUB DATE 87
NOTE 51p.; For related documents, see SP 030 565 and SP 030 567.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Measurement Techniques; Minimum Competencies; *Observation; Program Implementation; *Teacher Evaluation

ABSTRACT

A brief review of the events leading up to the enactment of the Career Incentive Program is provided. Competencies used to evaluate the teachers are listed, defined, and exemplified. Detailed procedures for implementation are given along with various forms used in the assessment process. The complete law is printed out. (Author)

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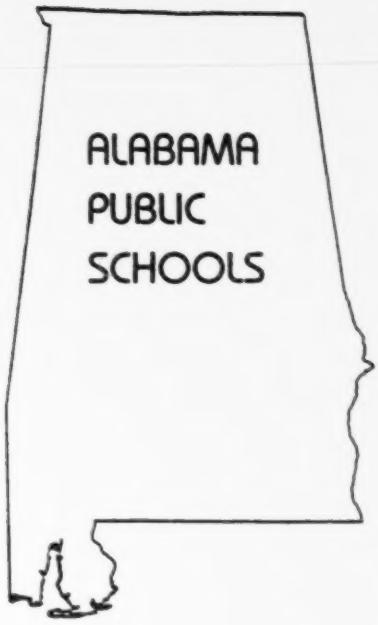
EVALUATOR'S MANUAL



Career Incentive Program

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JULY 1987

SP030566

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THE ALABAMA CAREER INCENTIVE PROGRAM

THE EVALUATOR'S MANUAL

(Revised Version, 1987)

Edited by Donald Taebel and Homer Coker

Abstract:

A brief review of the events leading up to the enactment of the Career Incentive Program is provided. Competencies used to evaluate the teachers are listed, defined, and exemplified. Detailed procedures for implementation are given along with various forms used in the assessment process. The complete law is printed out.

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Preface

The Alabama Performance-Based Career Incentive Program is intended to provide career incentives for Alabama's public school teachers while implementing a program of performance appraisal to ensure that the state's commitment to excellence in education is carried out. (See Act No. 85-541)

Adoption of the performance appraisal system by the Working Committee occurred on June 17, 1986, and official approval of the system was given by the Legislative Council of the Alabama Legislature on September 10, 1986. The original Act (No. 85-541) was amended (Act No. 86-724) October 2, 1986, so as to delay for one year the implementation of phase II of the Alabama Performance-Based Career Incentive Program Act. This delay provided time to test the appraisal process during the second semester of the 1986-87 school year and make needed improvements. Now we are better prepared to fully implement phase I of the appraisal system in all public schools of Alabama during the 1987-88 school year.

This Evaluator's Manual is the product of a pioneer project: a joint venture of the Working Committee, staff of the State Department of Education, and a panel of outstanding consultants. The materials contained in the manual are intended to serve as guides and directives for the implementation of the Career Incentive Program and the performance appraisal system throughout the public schools in Alabama.

Everyone involved in the Career Incentive Program should understand that the content of this manual is subject to change as dictated by information compiled from statewide implementation of the evaluation system. The Working Committee of 35 will address necessary adjustments to the program based upon experience from statewide utilization.

Alabama's Performance-Based Career Incentive Program must be implemented uniformly and consistently across the State. The ultimate success of this program depends in large measure upon the quality of performance of all local evaluators.

We urge you to study this manual seriously and become thoroughly familiar with its content. I know you will join us in a collective commitment to implement this new, challenging, and tremendously important program to the very best of our abilities.

Wayne Teague

Wayne Teague
State Superintendent of Education

BACKGROUND

Several noteworthy events and accomplishments have played a significant part in the development of the Alabama Performance-Based Career Incentive Program, commonly known as the CIP or Career Ladder.

In chronological order these were:

April, 1983

The publication of *A Nation at Risk*, which focused national attention on public education and provided the impetus for numerous educational reform movements across the nation.

September, 1983

The Alabama State Board of Education directed the State Superintendent of Education to conduct a thorough study of the state's elementary and secondary school programs and to report findings and recommendations to the Board. This led to the appointment of the State Department of Education Committee on Excellence.

January, 1984

Dr. Teague presented *A Plan for Excellence: Alabama's Public Schools* to the State Board of Education. This plan for excellence was published and widely disseminated, and has served as a guide for statewide educational assessment and improvement.

Part II of the plan, "Teaching . . . The Teacher," contains numerous recommendations for improvement, several of which had important implications for the Career Incentive Program.

May, 1984

The Alabama Legislature enacted the Educational Reform Act of 1984, which created the Governor's Education Reform Commission. The general charge to the Commission was to study all levels of public education and incorporate educational reform legislation into existing school programs. The Act further stipulated that the Commission was responsible for studying several specific aspects of education and making recommendations to the Governor and the Legislature. Two of the areas designated for extensive study were a statewide performance evaluation system for professional educators and a career ladder and incentive pay plan for all regularly certified education professionals in the public schools of the state.

Five major committees were formed by the Commission to carry out its responsibilities. One of these, the Educator Criteria and Performance Committee, chaired by Dr. Wayne Teague, State Superintendent of Education, was given the task of developing a plan that would provide career incentives for teachers based on performance.

January, 1985

The Educator Criteria and Performance Committee approved the final draft of the Alabama Performance-Based Career Incentive Program. Subsequently, legislation was drafted and presented to Governor Wallace and the full Reform Commission.

May, 1985

The Alabama Performance-Based Career Incentive Program Act (Act No. 85-541) was passed by the Legislature and signed by Governor Wallace. The purpose of the Alabama Performance-Based Career Incentive Program as stated in the Act, "is to provide career incentive for public school teachers while initiating a program of performance appraisal to insure that the State of Alabama's commitment to excellence in education is carried out."

June, 1985

A thirty-five member Working Committee was formed in accordance with the Act's provisions: fifteen members were appointed by the State Superintendent, fifteen public school teachers were appointed by the Executive Secretary of the Alabama Education Association, and five members were appointed by the Governor — three of whom were classroom teachers and two of whom were elementary/secondary school administrators.

The Working Committee is responsible for devising an appraisal program consistent with the provisions of the Act.

June, 1986

The Working Committee gave final approval to the performance appraisal system.

September, 1986

The Legislative Council, as required by the Act, approved the recommendations of the Working Committee.

October 2, 1986

The Legislature amended the Alabama Performance-Based Career Incentive Program (Act No. 86-724) to delay for one year the implementation of phase II.

Members of the Working Committee are:

John Woods, Chairman
Carlton Baker, Co-chairman

Joan Aldridge
Sherrer Avery, Jr.
Martha Barton
Joyce Brown
Clayton Bryant
Jimmie Clements
Sallie Cook
Peggy Dotson
Jeannette Downs
Gay Nelle Estes
Bertha Gadson
Brenda Garrett
Sheila Gilbert
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Alton Harvey
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Lynda Malone
Jim McDonald
Gennette Meeks
Authur Mae Norris
Dan Parker
Thelma Robinson
Jack Sasser
Maryann Spann
Ed Starnes
Margie Strickland
Lena Syltie
Spencer Thomas
William Thomas
Johnny Vaughan
Nellie Weil

The following consultants also made important contributions:

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Ms. Tyna Davis
Dr. Azalea Francis
Dr. Russell French
Dr. Betty Fry
Dr. Meade Guy
Dr. Steve Hebbler
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Dr. James Popham
Dr. George Redfern
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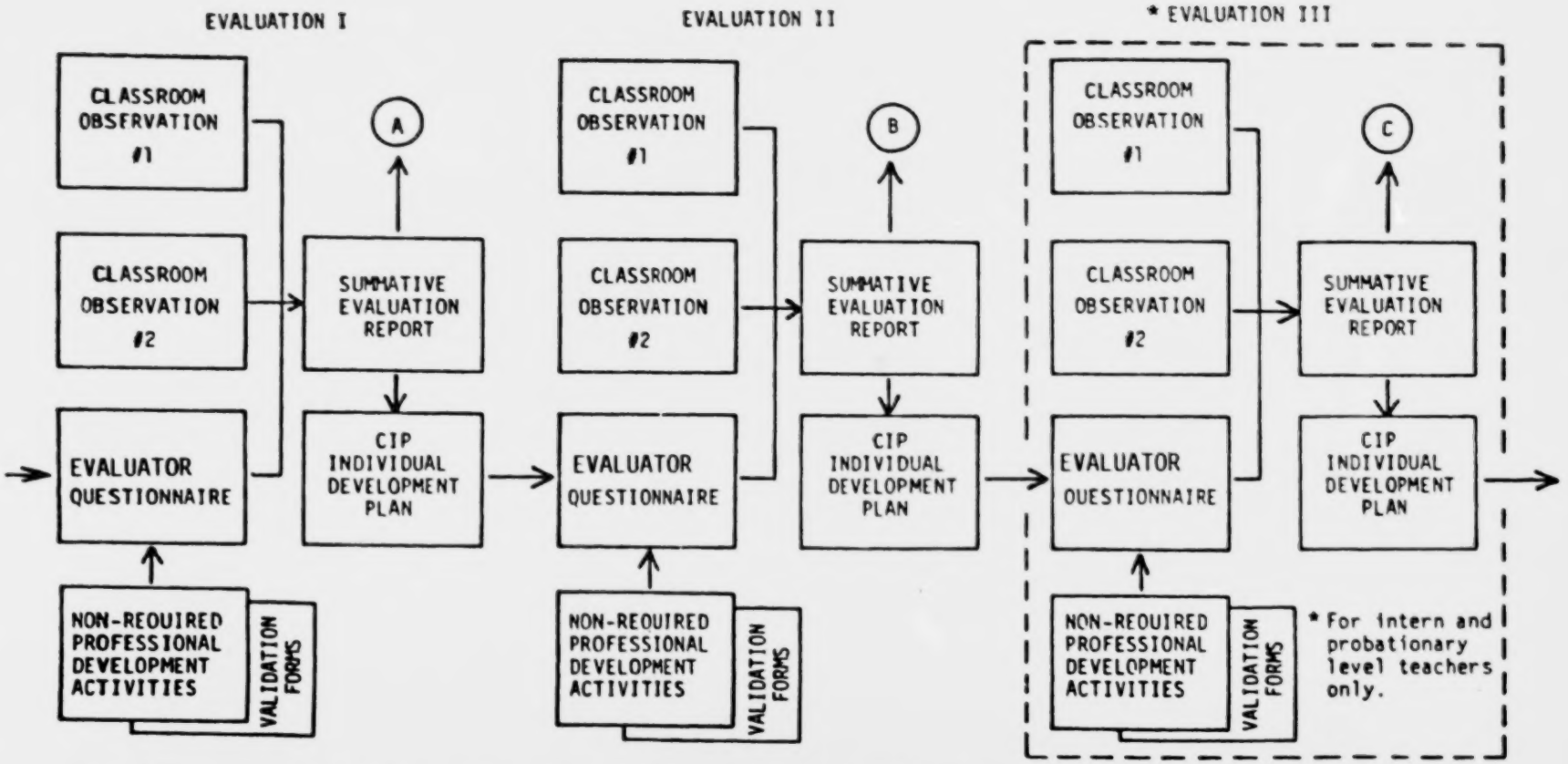
Dr. James Wright

ALABAMA CAREER INCENTIVE PROGRAM

SUMMATIVE EVALUATION PROCESS



THE OVERALL SUMMATIVE EVALUATION RATING FOR THE TEACHER IS OBTAINED BY COMBINING THE SUMMATIVE EVALUATION RESULTS FROM EVALUATION I (A), EVALUATION II (B), AND [IF APPROPRIATE] EVALUATION III (C). THE OVERALL SUMMATIVE EVALUATION RATING WILL BE "EXCELLENT", "SATISFACTORY", OR "UNSATISFACTORY".

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"It is the official policy of the Alabama State Department of Education, including postsecondary institutions under the control of the State Board of Education, that no person in Alabama shall, on the grounds of race, color, handicap, sex, religion, creed, national origin, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment."

SECTION I

Competencies, Indicators, and Items

CAREER INCENTIVE PROGRAM TEACHER COMPETENCIES

The Alabama Career Incentive Program evaluates teachers on competencies which research data, the Working Committee of 35, the Appraisal Review Committee, and nationally recognized consultants agree contribute to good teaching.

In developing the evaluation system, both educational research and feedback from the above sources were used to identify the competencies of effective teaching.

CAREER INCENTIVE PROGRAM COMPETENCIES

There are fifteen basic competencies that will be evaluated. They are as follows:

1.0 Preparing for Instruction
2.0 Presenting Organized Instruction
3.0 Using Teaching/Learning Materials
4.0 Providing for Practice and Application
5.0 Monitoring Student Achievement During the Lesson
6.0 Using Monitoring Data/Information
7.0 Managing Class Time Efficiently
8.0 Establishing and Maintaining Acceptable Student Behavior
9.0 Demonstrating Knowledge of Subject Matter Being Taught
10.0 Maintaining a Positive Classroom Atmosphere
11.0 Communicating Clearly and Effectively in the Classroom
12.0 Evaluating Student Achievement
13.0 Assuming Responsibility for Development of Self and Profession
14.0 Performing Professional Responsibilities
15.0 Human Relations

INDICATORS AND ITEMS

To make the evaluation as objective as possible and to help teachers and evaluators understand the meaning of the competencies, indicators which describe the specific teacher behaviors are listed under each competency. The items listed under each indicator further define the indicators and specific teacher competencies.

COMPETENCIES, INDICATORS, AND ITEMS

1.0 PREPARING FOR INSTRUCTION
- 1.1 Selects objectives from state or local course of study or other approved curriculum guide(s)
  - 1.1.1 Uses subject matter that fits the objective
- 1.2 Instructional materials, supplies, equipment are ready for use
  - 1.2.1 Materials ready for use
  - 1.2.2 Equipment ready for use
- 1.3 States/presents long-range goals and objectives
- 1.4 Identifies instructional strategies appropriate to the level of the learners
- 1.5 Selects various evaluation strategies

2.0 PRESENTING ORGANIZED INSTRUCTION
- 2.1 Orients students to lesson
  - 2.1.1 States or writes objectives
  - 2.1.2 States purpose of lesson
  - 2.1.3 Identifies content to be studied
  - 2.1.4 Identifies skill(s) to be mastered

2.2 Develops the lesson
- 2.2.1 Beginning lesson review
- 2.2.2 Provides information related to objective(s)
- 2.2.3 Relates today's lesson to previous lesson and/or future lesson
- 2.2.4 Presents background information
- 2.2.5 Provides academic transition
- 2.2.6 Topical summary

2.3 Questions effectively
- 2.3.1 Asks student knowledge level questions
- 2.3.2 Asks student convergent questions
- 2.3.3 Poses single question
- 2.3.4 Asks probing questions/provides cues
- 2.3.5 Asks divergent questions
- 2.3.6 Pauses after teacher question
- 2.3.7 Pauses after student response

2.4 Reviews and summarizes content
- 2.4.1 Reviews previous lesson content
- 2.4.2 Summarizes key points
- 2.4.3 Relates today's lesson to the next lesson

3.0 USING TEACHING/LEARNING MATERIALS

3.1 Materials match objectives
- 3.1.1 Uses materials that are directly related to the lesson
- 3.1.2 Uses materials that further clarify the lesson

3.2 Uses multisensory materials
- 3.2.1 Uses visual materials
- 3.2.2 Uses auitory materials
- 3.2.3 Uses kinesthetic tactile materials

3.3 Uses materials to accommodate different instructional levels/student interests
- 3.3.1 Uses remedial materials
- 3.3.2 Uses materials of interest to students
- 3.3.3 Uses enrichment materials

3.4 Uses media, bulletin boards, models, realia, and/or other displays for instructional purposes
- 3.4.1 Uses bulletin boards, media or displays
- 3.4.2 Uses models, realia or illustrations

4.0 PROVIDING FOR PRACTICE AND APPLICATION

4.1 Provides guided practice related to objective(s)
- 4.1.1 Circulates during practice and gives assistance
- 4.1.2 Student moves to teacher and receives assistance

4.2 Assigns independent student classwork or homework
- 4.2.1 Gives future assignments
- 4.2.2 Gives current assignments

5.0 MONITORING STUDENT ACHIEVEMENT DURING THE LESSON

5.1 Checks understanding through teacher questions
- 5.1.1 Uses directed questions
- 5.1.2 Solicits feedback from group

5.2 Checks student's product/process
- 5.2.1 Circulates during class to check student's pr ocess

6.0 USING MONITORING DATA/INFORMATION

- 6.1 Provides assessment feedback to students
  - 6.1.1 Provides affirmative feedback
  - 6.1.2 Provides corrective feedback
  - 6.1.3 Suggests further work based on monitoring data
- 6.2 Modifies instruction
  - 6.2.1 Repeats/reteaches content
  - 6.2.2 Clarifies, elaborates or uses problem focusing strategies

7.0 MANAGING CLASS TIME EFFICIENTLY

- 7.1 Begins instruction promptly
  - 7.1.1 Completes non-instructional duties promptly
  - 7.1.2 Secures the attention of the students at the beginning of the lesson
  - 7.1.3 Begins instructional task promptly
- 7.2 Arranges instructional materials, supplies, and equipment for use without class disruption
  - 7.2.1 Uses instructional materials and supplies with minimum loss of instructional time
  - 7.2.2 Operates equipment with minimum loss of instructional time
- 7.3 Engages students in learning activities
  - 7.3.1 Discourages or redirects student digressions
  - 7.3.2 Changes in activity occur without significant loss of class time
  - 7.3.3 Provides activities for students who finish assignments early
  - 7.3.4 Avoids excessive digression from subject matter

8.0 ESTABLISHING AND MAINTAINING ACCEPTABLE STUDENT BEHAVIOR

- 8.1 Establishes and maintains rules and procedures which govern student conduct
  - 8.1.1 Student follows established classroom procedures
  - 8.1.2 Teacher monitors established classroom procedures
- 8.2 Uses disciplining strategies, and/or interaction skills to control student conduct
  - 8.2.1 Makes eye contact with students
  - 8.2.2 Uses proximity strategies
  - 8.2.3 Gives feedback on appropriate student behavior
  - 8.2.4 Stops inappropriate student behavior

9.0 DEMONSTRATING KNOWLEDGE OF SUBJECT MATTER BEING TAUGHT

- 9.1 Presents subject matter
  - 9.1.1 Provides example or illustration for key concept in lesson
  - 9.1.2 States relationships among facts, skills, concepts, principles
  - 9.1.3 Presents content in a logical sequence
  - 9.1.4 Restates, emphasizes main ideas
  - 9.1.5 Provides accurate information
- 9.2 Responds to student questions/statements regarding subject matter
  - 9.2.1 Refers to content previously taught
  - 9.2.2 Clarifies current content
  - 9.2.3 Indicates future content
  - 9.2.4 Questions misconceptions, faulty logic, unwarranted conclusion
  - 9.2.5 Provides accurate information
- 9.3 Uses knowledge of subject matter to elaborate on content of lesson
  - 9.3.1 Draws examples from current events
  - 9.3.2 Draws examples from life experiences
  - 9.3.3 Explains new concepts (terms, vocabulary, principles)

10.0 MAINTAINING A POSITIVE CLASSROOM ATMOSPHERE

- 10.1 Teacher/student and student/student interaction occurs in academic discussion
  - 10.1.1 Encourages student to share ideas
  - 10.1.2 Accepts or uses student ideas
  - 10.1.3 Refers student's ideas to another student
  - 10.1.4 Encourages alternative responses
  - 10.1.5 Encourages students to express opinions
  - 10.1.6 Encourages students to ask questions
- 10.2 Communicates high expectations to students
  - 10.2.1 Encourages students to do quality work
  - 10.2.2 Encourages students to do projects, independent study
- 10.3 Teacher minimizes negative affect
  - 10.3.1 Accepts student responses without ridicule
  - 10.3.2 Avoids use of sarcasm/derogatory statements
  - 10.3.3 Avoids outbursts
- 10.4 Teacher expresses positive affect
  - 10.4.1 Expresses enthusiasm
  - 10.4.2 Uses positive verbal language
  - 10.4.3 Uses positive nonverbal language
- 10.5 Teacher involves most students in interaction
  - 10.5.1 Brings uninvolved student(s) into classroom interaction

11.0 COMMUNICATING CLEARLY AND EFFECTIVELY IN THE CLASSROOM

- 11.1 Oral communication
  - 11.1.1 Uses standard speech
  - 11.1.2 Pronounces words correctly
  - 11.1.3 Adjusts rate of speaking when requested
  - 11.1.4 Adjusts speaking volume when requested
- 11.2 Written communication
  - 11.2.1 Spells words correctly in written display
  - 11.2.2 Spells words correctly in written assignment and class activity
  - 11.2.3 Displays are grammatically correct
  - 11.2.4 Assignments and class activities are grammatically correct
- 11.3 Gives clear directions
  - 11.3.1 Minimum of procedural questions when teacher give directions
  - 11.3.2 Minimum of student confusion when teacher gives directions
  - 11.3.3 Explains to class what they are going to do
  - 11.3.4 Directs students to do something which is preparatory to or during a learning task

12.0 EVALUATING STUDENT ACHIEVEMENT

- 12.1 Sets performance standards for students
  - 12.1.1 Holds students accountable for assignments
  - 12.1.2 Sets time for completion of work
  - 12.1.3 Adheres to timelines
  - 12.1.4 Sets standards for form, completeness, neatness and correctness
- 12.2 Systematically measures student progress
  - 12.2.1 Assesses regularly
  - 12.2.2 Uses multiple means of assessment
- 12.3 Makes instructional decisions on the basis of student assessment results
  - 12.3.1 Reviews assessment results
  - 12.3.2 Modifies instruction based on the review
- 12.4 Maintains accurate and comprehensive records of student progress

12.5 Provides feedback on achievement to students
- 12.5.1 Uses report cards/progress reports/notes, etc.
- 12.5.2 Returns assessment products
- 12.5.3 Assessment results contain meaningful feedback
- 12.5.4 Discusses progress with student(s)

12.6 Provides feedback on student achievement to parent(s)
- 12.6.1 Uses report cards/progress reports/notes, etc.
- 12.6.2 Discusses student progress with parent/guardian

13.0 ASSUMING RESPONSIBILITY FOR DEVELOPMENT OF SELF AND PROFESSION

13.1 Participates in non-required activities to develop self and the profession
- 13.1.1 Participates in learned societies or professional organizations
- 13.1.2 Participates in local, state or national committees
- 13.1.3 Participates in individual professional development activities

13.2 Participates in required individual professional growth activities

14.0 PERFORMING PROFESSIONAL RESPONSIBILITIES

14.1 Completes clerical and fiscal records, job requirements according to timelines

14.2 Adheres to written local and state board policies

15.0 HUMAN RELATIONS

15.1 Cooperates with peers, administrators and parents
- 15.1.1 Adjusts class activities or schedules when requested to accommodate other school-wide programs and activities
- 15.1.2 Assists in school-wide planning when requested

15.2 Uses community resources to enhance instruction when appropriate

15.3 Holds parent conferences at a time mutually convenient when initiated by teacher, or requested by parent/guardian
- 15.3.1 Shares information concerning criteria for grading when requested
- 15.3.2 Discusses graded work with students and/or parents when requested

15.4 Participates in collegial efforts without giving up individual rights to dissent or to work to effect change

Definitions

for

Competencies, Indicators, and Items

DEFINITIONS
FOR
COMPETENCIES, INDICATORS, AND ITEMS

1.0 PREPARING FOR INSTRUCTION

1.1 Selects objectives from state or local course of study or other approved curriculum guide(s).

The teacher selects and uses instructional objectives for the lesson(s) and/or activity(ies) from the state course of study, local course of study or curriculum guide(s) which have been approved. Objectives are selected prior to the beginning of the lesson(s) and/or learning activity(ies). Instructional objectives are selected at the appropriate level of difficulty and interest level for learners in the class to assure successful learning experiences for each student.

Note: The teacher may also select objectives which are based on feedback from teacher made tests, commercially developed tests, criterion referenced tests, basic competency tests, and standardized tests.

1.1.1 Uses subject matter that fits the objective

The teacher selects subject matter content from textbooks, reference books, films, filmstrips, transparencies, video tapes, pictures/illustrations, and all forms of printed media (newspapers, magazines, etc.) to parallel or match the objectives chosen for the lesson(s) and/or activity(ies).

1.2 Instructional materials, supplies, equipment are ready for use

The teacher has equipment, materials and supplies for each lesson or activity ready to use.

1.2.1 Materials ready for use

The teacher has all materials and supplies in an easily accessible location, prior to the beginning of the lesson(s) and/or activity(ies). Materials are sequenced and ready to distribute.

Example: The teacher will have ready for use, materials/supplies such as duplicated materials, texts, reference books, models, maps, pictures/illustrations, computer disks, films, filmstrips, charts, video tapes, transparencies, science supplies, chalk, paper, scissors, etc.

1.2.2 Equipment ready for use

The teacher has all needed equipment set up prior to the beginning of class to insure that it is in working order and ready to use prior to the beginning of the lesson(s) and/or activity(ies).

Example: The teacher will have equipment such as movie/filmstrip projectors, overhead projectors, lab/shop equipment, etc. ready for use.

1.3 States/presents long-range goals and objectives

The teacher shall decide whether to verbally state or present long-range goals and objectives to the evaluator in a pre-conference setting outlining purpose(s) of the unit(s) or purpose(s) for the grading period.

1.4 Identifies instructional strategies appropriate to the level of the learners

The teacher develops instructional strategies based on selected objectives which are appropriate to the learning level of the students.

Examples:

1. Mrs. Branyon is planning to review the concepts/objectives taught to third grade students during the past two weeks and decides to let the students play a game of baseball as they answer the questions.

2. Mrs. Powell teaches social studies to sophomores and after having students read and discuss the chapter, assigns individual projects so students can apply what they have learned.

1.5 Selects various evaluation strategies

The teacher selects various evaluation strategies to assess the objectives which have been taught.

Example: Mrs. Frazier might plan to assess students' knowledge of objectives with a written/oral test(s), ask students to perform demonstrations, assign projects, role play, debate, or make written assignments such as reports or research papers.

2.0 PRESENTING ORGANIZED INSTRUCTION

2.1 Orients students to lesson

2.1.1 States or writes objectives

The teacher has selected objectives from one of the curriculum sources identified and clearly writes/states to the learner the content to be studied.

Example: The teacher might say, "Today we will learn to identify prepositions and know how they are used."

2.1.2 States purpose of lesson

The teacher states a reason or a need for learning the skill(s) or concept(s).

Example: The teacher might relate the lesson to the students' own interests and discuss how content can be useful to future lessons or other subject areas.

2.1.3 Identifies content to be studied

The teacher states the content/subject matter information that the students will be studying during the lesson.

2.1.4 Identifies skill(s) to be mastered

The teacher states or explains the skill(s) to be learned.

Example: The teacher might say, "When you finish this lesson on prepositions, you should be able to define the term preposition, name ten different propositions, and identify all the prepositions in five sentences."

2.2 Develops the lesson

2.2.1 Beginning lesson review

The teacher reviews the previous lesson and relates it to the current lesson.

2.2.2 Provides information related to the objective(s)

The teacher teaches content information related to the objective(s), guides students through planned, structured learning experiences and actively involves them in accomplishing the lesson objective(s).

2.2.3 Relates today's lesson to previous lesson and/or future lesson

The teacher assures continuity of lessons by beginning the lesson with a review of previous materials, stating objectives of the current lesson, summarizing the main points of the lesson, and giving directions and/or assignments for future lesson(s).

2.2.4 Presents background information

The teacher relates the lesson content to previous experiences, ideas, concepts and generalizations. The teacher explains and emphasizes these relationships by making references to or comparisons to lesson content, the present learning situation, and concepts presently being taught.

Examples:

1. Demonstration of how a rule applies to a new case.

2. Statement of facts which "back up" a generalization.

3. Identification of cause-effects and ends-means relationships.

2.2.5 Provides academic transition

The teacher communicates to students specific changes to be made in the lesson or activity. The teacher changes the focus by giving the current status of the lesson or activity and its future direction.

The teacher makes transition between lessons and between instructional activities within lessons by giving specific instructions about what to do next before breaking the group. The teacher indicates where the lesson/activity is and where it is going.

Note: Emphasis is on efficiency (absence of wasted time) and smoothness (absence of halts) so that on-task behavior is maintained at a high level.

2.2.6 Topical summary

The teacher summarizes or asks student(s) to summarize the significant points of a lesson/activity as a concluding statement before moving on to a new aspect of a topic, subject, or skill.

2.3 Questions effectively

The teacher asks both knowledge or factual level questions and higher cognitive and affective level questions.

The teacher asks questions orally and/or in writing to determine whether students understand the information related to the objective(s) being taught. Questions are worded so that the meaning is clear to the students. Questions are appropriate to the content being presented and the objectives of the lesson, e.g., factual questions for drill and practice or facts as in some mathematics lessons, higher cognitive level questions for development of social studies or science concepts.

2.3.1 Asks student knowledge level questions

The teacher asks questions at the knowledge level which may range from simple to complex. A simple question might be to ask a student to recall, locate, identify, or show recognition of a single fact or incident: to recall who?, what?, when?, etc. A more complex knowledge level question might be the recognition or recall of a series of facts or the sequencing of specific incidents.

Knowledge level questions require the student to produce/recall from memory, ideas and information which are stated in oral or written material or recalled from previously learned knowledge.

Examples:

1. "Who were the authors of Mutiny on the Bounty?"

2. "Name the parts of speech."

3. "Who were the first three presidents of the United States?"

Students should be able to recall details, main ideas, sequence, comparisons, cause and effect relationships, character traits and vocabulary from printed material when asked to do so.

Note: There is nothing wrong with teaching facts; they are essential to all higher levels of thinking. The teacher should find ways to enable students to use those facts in more elaborate or creative ways.

2.3.2 Asks student convergent questions

Convergent questions have two defining characteristics: they require processing information beyond the knowledge level, and they are designed to arrive at one expected result.

Example: Questions which seek similarities or differences, reading by pupils who are learning how, arithmetic problems that require solution, evidence that supports or controverts a hypothesis, inferences based on facts, conclusions drawn from graphs.

LEVELS OF QUESTIONS:

Comprehension Questions

This level of questioning requires the teacher to ask students questions to determine whether they understand the facts they are learning, not merely recalling or parrotting information. Students are asked to translate, explain or put in simpler terms, interpret, to express in representation or performance, infer, estimate or project from known information.

"Why" and "How" questions may check understanding/comprehension, provided the student explains, infers, translates, etc., in his/her own words and doesn't just repeat what has been read/heard.

Examples:

1. "Give an example of something the main character did to show responsibility."

2. "Draw a picture to illustrate the end of the story."

3. "How do you think the girl felt in the story?" (Providing the story doesn't say how she felt.)

The first two levels of thinking, knowledge (possession of information) and comprehension (understanding that information) make up the foundation on which all complex thinking is built. A learner cannot do creative or high level thinking without being able to answer questions at these levels.

The important function of asking questions is to start with the foundation, knowledge and comprehension, then to encourage the student to extend his/her thinking ability by asking even higher order questions.

Note: The research indicates that basically knowledge level questions are best when working with primarily low socio-economic status students. These students need to master the basics in curriculum. However, average and above average students (K-12) should be encouraged to think at higher levels, particularly at the secondary level.

Application Questions

The teacher asks application questions which require the student to apply what has been learned to a new situation, rather than just recall what one remembers.

Examples:

1. "How would you solve the word problems in math?"

2. "On this map, where would you think is the best location for cities?"

3. "If you treated the person next to you as you would like to be treated, what would you do?"

4. "Now that we have learned the fundamentals of sound, how could you make a homemade instrument which represents these principles of sound?"

5. The student is asked to apply phonetic or structural analysis skills to decode unfamiliar words.

Analysis Questions

The teacher asks questions which require the student to "take apart" information to examine or work with, or to think about, the individual parts. This level of thinking requires the ability to categorize, perceive similarity in different things and differences in like things.

Examples:

1. "How was Columbus the same as an astronaut?" "How was he different?"

2. "Describe the similarities and differences in the mayoral candidates."

3. "Take the list of 100 natural resources and classify them."

Synthesis Question

The teacher asks questions which require the student(s) to create, invent, design, or construct something: a generalization, a picture, poem, story, organizational scheme, category or a hypothesis.

Examples:

1. "How can you create a dance to interpret the music?"

2. "How would you rewrite the story of "Jack in the Bean Stalk" if a "Moon Man" lived at the top?"

3. "What experiment(s) can you do to test the hypothesis?"

Evaluation Questions

The teacher asks questions which require the student(s) to make judgments where there is clearly more than one possible point of view and to support that judgment or opinion with evidence. Evaluation focuses on qualities of accuracy, acceptability, desirability, worth, or probability of occurrence.

To ask questions which require learners to make judgments and support them with data is to require thinking at the highest level of cognition.

Examples:

1. "Which solution to the problem is better?" "Why?"

2. "Would it be more difficult to be Martin Luther King or George Washington?" "Why do you think so?"

3. "Should we spend school time studying about Memorial Day?" "Why?" "Why not?"

Affective Questions

The teacher asks questions which require the student(s) to express feelings, opinions, personal points of view, attitudes, appreciations or values.

Examples:

1. "What do you think was the most beautiful sight we saw on the field trip?"

2. "What are your opinions on the morality of capital punishment?"

3. "How did you feel when Jim was lost in the cave?"

4. "Why do you think Van Gogh was a better artist than Monet?"

2.3.3 Poses single question

The teacher asks students one question at a time to determine their understanding of a lesson or instructional activity. Oral and written questions should be asked at the appropriate level of difficulty and be in appropriate language.

Example: "Where is the state capital located?"

2.3.4 Asks probing questions/provides cues

The teacher asks questions which require the student(s) to explore, search, examine or investigate a topic or idea further. He/she seeks additional responses from the student(s) for clarification, additional information, or demonstration of more awareness and/or indepth thought.

The teacher provides a hint or reminder or rephrases the question when a student is unable to respond.

Example: Probing

"Ann, what do you mean?" "Can you tell me one more reason why that seems to be true?"

Example: Cueing

"Jim, can you name the nine planets?" Instead of saying, "Well, come on." "Yes...?", the teacher might help the student get started by giving the following cue: "We live on one of the planets and the name of this planet is _____." (Student responds with earth.) "Another planet which is the fourth planet from the sun begins with the letter M. It is _____. Does that help?"

2.3.5 Asks divergent questions

The teacher asks students questions which cause them to deviate, disagree, vary their opinions, select from choices, go beyond the knowledge level or basic information level and extend into different levels of thinking and responding in which there may be multiple appropriate responses.

LEVELS OF QUESTIONS:

(Same as for Convergent Questions)

2.3.6 Pauses after teacher question

The teacher pauses or waits three to five seconds after asking a question and before seeking a student response.

Example: "Nanette, how would you make a comparison between apples and oranges?"
Wait 3-5 seconds for response.

Note: Research shows that waiting 3-5 seconds after a question and before a response promotes longer answers, increases the number of unsolicited but appropriate responses and leads to more students being successful and confident in their responses. Students listen to each other more. Slower students, who usually do not respond under a fast schedule, increase their responses.

2.3.7 Pauses after student responses

The teacher pauses or waits three to five seconds after the student answers a question.

Example: "Mr. Brown, the surface of the moon is rough, dusty and has great craters in it." Teacher pauses 3-5 seconds so that the student can think through what he/she has just said, add to the comment, or so that other students have time to think about what has just been said and can be ready to make responses.

Note: Research shows that a 3-5 second pause after a student response increases speculative thinking and inference statements which are supported by evidence.

2.4 Reviews and summarizes content

2.4.1 Reviews previous lesson content

The teacher, (or students at the teacher's request) at the end of the lesson or instructional activity, writes, restates, and/or questions students to recap the main idea(s), skill(s), principle(s), and/or significant point(s) specified in the objective(s) of the lesson. Daily reviews should be brief and conducted at a brisk pace.

Note: There may be times when a review during a particular class period is not appropriate (e.g., introducing a new topic or unit).

2.4.2 Summarizes key points

The teacher or students, at the end of the lesson or instructional activity, provide a recapping and condensation of the significant points of the lesson or activity.

Example: The class has finished discussing causes of the Revolutionary War. The teacher says, "Now let's summarize what we have said about the causes of the war. Let's write at this end of the chalkboard the heading 'geographic causes'; on the other end 'political'; and in the middle 'beliefs or moral causes'. Now let's fill in the major items under each of these ...."

Note: The teacher should avoid abrupt endings to lessons that leave students without a sense of subject matter continuity or completion.

2.4.3 Relates today's lesson to the next lesson

The teacher, through review and brief summary, will relate the current lesson or instructional activity to the next as part of a planned, well-organized and sequential process.

The teacher prepares students for the next lesson by clearly establishing the relationship between the current and future lesson(s) and by explaining expectations and/or previewing content of the future lesson or activity. Smooth transitions provide lesson continuity and greater on-task behavior on the part of students.

Example: The teacher says: "Today we discussed and completed a listing of national and international conditions which led to the beginning of World War II. Tomorrow we will begin compiling a list of current world conditions which will serve as a basis for comparison. Be thinking of items which you believe are important enough to go on the list. After we complete the current list, we will discuss similarities and differences."

3.0 USING TEACHING/LEARNING MATERIALS

3.1 Materials match objectives

3.1.1 Uses materials that are directly related to the lesson

The teacher uses a variety of resources that are directly related to the lesson to present the main concept(s) of the lesson.

Examples: The teacher may use human resources, computers, videos, films, filmstrips, recordings, charts, models, work sheets, realia, flow charts, transparencies, etc.

3.1.2 Uses materials that further clarify the lesson

The teacher uses accurate and relevant instructional aids to illustrate concepts and/or skills in the lesson, or allows the student(s) to give examples and/or demonstrations that are related to concepts or skills in the lesson.

3.2 Uses multisensory materials

3.2.1 Uses visual materials

The teacher illustrates/demonstrates concepts and/or skills through the use of materials which are predominantly received by sight.

Example: The teacher may use charts, pictures, maps, transparencies, chalkboards, etc.

Note: According to research, the majority of students are visual learners.

3.2.2 Uses auditory materials

The teacher uses listening materials as teaching aids when presenting, reinforcing and/or extending the lesson.

Example: The teacher may use tapes, recordings, sound film/filmstrips, lectures, etc.

3.2.3 Uses kinesthetic tactile materials

The teacher uses manipulative ("hands-on") materials and/or movement activities to present concepts and/or skills to the student(s).

Example: The teacher might use cutting and pasting, art activities, puzzles, mathematics manipulatives, note taking or other writing, etc.

3.3 Uses materials to accommodate different instructional levels/student interests

3.3.1 Uses remedial materials

The teacher selects and uses teaching/learning materials which are designed to accommodate the various learning styles and abilities of students, and which provide repetitive practice of the concept or skill to be learned.

3.3.2 Uses materials of interest to students

The teacher selects and uses teaching/learning instructional aids which are both appealing and motivating and which help maintain the attention of the students.

3.3.3 Uses enrichment materials

The teacher selects and uses supplementary materials that provide opportunities for further exploration of topics by students.

3.4 Uses media, bulletin boards, models, realia, and/or other displays for instructional purposes

3.4.1 Uses bulletin boards, media or displays

The teacher uses bulletin boards, media, displays and/or materials as instructional aids to present or reinforce concept(s) and/or skill(s) being studied.

3.4.2 Uses models, realia or illustrations

The teacher uses models, realia, illustrations, and materials as instructional aids to accommodate students' different ability levels, interests, and learning styles.

4.0 PROVIDING FOR PRACTICE AND APPLICATION

4.1 Provides guided practice related to objective(s)

The teacher guides the students in applying the new learning by completing one or two short oral/written tasks at a time under direct guidance and supervision of the teacher.

Note: This step represents the student's departure from clear dependence on teachers toward independence. The teacher allows students to take on responsibility for using the just taught objectives; however, there are still teacher/pupil interaction and teacher support.

4.1.1 Circulates during practice and gives assistance

The teacher circulates through the group to check progress/accuracy and give assistance as needed. The teacher guides the students in performing all of the short task(s) so that reteaching or remediation can occur immediately. This assures success in the learning tasks rather than students practicing mistakes or learning erroneous concepts. The teacher prompts at the beginning of guided practice and gradually reduces prompting when students are responding correctly. The teacher should continually check for understanding to ensure that students perform at their ability level.

Examples:

The teacher monitors the work of students as they:

a. complete the first math problem(s) in the assignment.

b. complete an activity at the board while other students do the same activity at their seats.

c. require all students to respond in writing, to a partner, in group discussion, and in choral responses (in small group), etc.

d. use structural analysis skills to decode new vocabulary words orally.

4.1.2 Student moves to teacher and receives assistance

The teacher develops a plan and implements that plan to allow student(s) to move to the teacher to receive instruction/assistance.

Note: This procedure should be used only when one or two students need to seek assistance from the teacher. The most effective method of providing assistance during guided practice is the technique of the teacher circulating among the students and checking the progress of student work.

4.2 Assigns independent student classwork or homework

The teacher will assign independent practice so that students can provide quick, accurate, confident, and firm responses and can successfully do the work with little or no teacher assistance.

Note: THE TEACHER SHOULD ASSIGN INDEPENDENT PRACTICE ONLY AFTER STUDENTS HAVE BEEN SUCCESSFUL IN GUIDED PRACTICE.

The most common method of organizing independent practice is to have students work alone at classwork/homework.

Some other forms of organization which could be used are:
(1) teacher-led student practice, as in a drill; (2) a routine of student activities to be followed during classwork where the student works both alone and with another student; and (3) procedures for cooperation within groups and competition among groups during classwork.

4.2.1 Gives future assignments

The teacher makes assignments which students should complete before the next class/lesson. The assignments should be directly related to the content to be studied. The teacher should help students understand precisely how to proceed with the assignment by presenting this basic information in simple, clear form so that the students are able to make the necessary relationships and complete the assignment with a high degree of success. The assignment may be verbally stated or placed on a handout, chalkboard, transparency, etc.

Examples:

1. The teacher says, "Tomorrow we will be discussing the Civil War. Please read pages 234-244 and answer review questions 1-5."

2. The teacher may have the students perform a preparatory task for a lesson such as finding and bringing to class materials and items which directly relate to the lesson (e.g., leaves/rocks for a science lesson).

Note: This would not be done in all classes. It would appear in history, science, literature, home economics, etc.

4.2.2 Gives current assignments

The teacher gives assignments that are directly related to the content that students are currently studying. These assignments should be for the purpose of reinforcement, enrichment or remediation.

TYPES OF ASSIGNMENTS:

Enrichment Assignments

The teacher gives enrichment assignments which extend and expand the ability of students to think creatively, to solve problems, to make productive decisions, etc.

Examples:

1. The teacher might have the students create enrichment "sponge" activities (activities which give students practice in reviewing and/or applying previous learning) and do research assignments, field studies, interviews, special reports, projects, experiments, etc.

2. After completing a study of Shakespeare, the teacher might have students analyze the ways in which Hamlet was typical of Shakespeare and in which ways the play was unique.

3. After completing an energy unit, the teacher might ask students to design their own experiment(s) to demonstrate effective utilization of energy.

Note: The teacher must know that students possess the essential, basic information or knowledge required for students to complete enrichment assignments successfully.

Reinforcement Assignments

The teacher gives reinforcement assignments which are designed to increase the probability of retention (the remembering of either academic content, skills, or processes).

Examples:

1. The teacher may provide reinforcement by having oral/written weekly and monthly reviews of previously learned content.

2. The teacher might provide distributed reinforcement practice (practice in which material is periodically reviewed but with longer and longer time intervals between reviews) by having students do homework, rereading, drills, class discussions, etc.

Note: It is important to remember that the retention of learning is affected by these factors:

1. Meaning: What is being taught translates into students' knowledge and past experience.

2. Feeling tone: Pleasant feeling tones associated with material and processes increase the learning effort that students put forth.

3. Degree of original learning: Students are provided the opportunity to achieve a high enough degree of learning so that material will not easily be forgotten.

4. Schedule of practice: Massing practice (many short intense practice periods) and distributed practice (periodical practice periods with longer and longer intervals between reviews) increase the speed of learning and the probability of retention.

5. Transfer: Past learning can transfer to the acquisition of new learning and not only facilitate present learning but can be the catalyst for all future creativity, problem solving, and decision making.

Remedial Assignments

The teacher gives remedial assignments based on the student's non-mastery of objectives. The teacher may use both formal and informal assessment techniques to determine which students need remedial assignments.

Example: Remedial assignments should be based on results from assessment methods such as quizzes, performance skill tests, completed projects (maps, constructs and projects, etc.), oral or written reports, demonstrations, unit tests, etc. The remedial assignments and assessment methods should match the lesson objectives and instructional activities. The grade level, content and general ability level of the class will determine the frequency of assessment. (Younger learners and low achieving students will need more frequent assessment than older learners.) The teach should provide specific feedback to students on the assessme and remedial assignments. Feedback may be provided through writt comments on returned student work, assessment instruments, or discussion, or time provided by the teacher for students to disc the results or written comments.

5.0 MONITORING STUDENT ACHIEVEMENT DURING THE LESSON

5.1 Checks understanding through teacher questions

5.1.1 Uses directed questions

The teacher asks questions to the whole class or group so that all students are responsible for responding or answering the question. The teacher waits 3 to 5 seconds for students to think about an appropriate answer. The teacher directs the question to a particular student for an answer to check understanding and insures that questions are distributed equitably.

5.1.2 Solicits feedback from group

The teacher creates a classroom environment in which students feel comfortable to ask and answer questions.

5.2 Checks student's product/process

5.2.1 Circulates during class to check student's product/process

The teacher monitors the response(s) from students while circulating through the group. In this way, individual help can be provided to those students who need it. If common errors exist, they can be recognized quickly. The class can be interrupted to correct the errors through additional explanations and instruction. The students can then go back to work while the teacher checks to see that the reteaching was effective.

6.0 USES MONITORING DATA/INFORMATION

6.1 Provides assessment feedback to students

6.1.1 Provides affirmative feedback

The teacher gives positive/constructive feedback to students by checking/grading classwork and homework and through mini-student conferences while student work is in progress or at appointed times; writes notes on assignments, responds orally to student comments during discussions, or gives a non-verbal signal.

Example:

1. The teacher might give oral responses such as: "You're right on target", "I like the way you are expressing your ideas, solving problems, going on to the next step." "Now that you have mastered this step you are ready to learn about...."

2. When checking/grading papers, C's might be placed by each correct response, or specific notes could be written on assignments.

3. Non-verbal signals such as the "OK" sign or a positive nod of the head could be used as affirmative feedback to indicate that the student is progressing appropriately.

6.1.2 Provides corrective feedback

The teacher circulates during guided and independent student practice, checking to make sure assignments are understood and that student work is correct. Homework assignments are checked or reviewed, and corrections are made.

IMMEDIATE CORRECTIVE FEEDBACK is necessary so that the student will not learn an undesirable skill or incorrect concept.

The teacher should respond to incorrect answers, provide illustrations, reteach, explain again, or give a correct example. Students should not be allowed to continue further work until the present concept or skill has been mastered correctly.

6.1.3 Suggests further work based on monitoring data

The teacher analyzes the results of all sources of student data (teacher-made tests, graded daily assignments, demonstrations in labs, or performance on auto repairs, etc., standardized and basic competency tests). The teacher makes further student assignments after careful analysis/study of student data or feedback on concepts and skills mastered and not mastered.

6.2 Modifies instruction

The teacher, using information gained from feedback on tests and specific assignments, modifies or changes instruction and/or student assignments.

6.2.1 Repeats/reteaches content

The teacher repeats/reteaches content to student(s) who have failed to master specific content objectives. This could mean reteaching an entire lesson or part of a lesson for the whole class, a group of students or an individual student when there is evidence that students have failed to master the concept or objective.

Example: The teacher grades test papers and finds that 25% of the class missed question 9. After reviewing the test with students, the teacher reteaches the information covered in question nine and then checks for student mastery of the missed question. A similar process should be used as a regular teaching procedure.

6.2.2 Clarifies, elaborates or uses problem focusing strategies

The teacher uses monitoring data to modify instruction by explaining in greater detail, illustrating, providing direct experience(s) with the concept, and using language/vocabulary which is familiar and specific to the lesson. A new approach or different teaching strategies might be necessary to help students understand objectives being taught.

7.0 MANAGING CLASS TIME EFFICIENTLY

7.1 Begins instruction promptly

7.1.1 Completes non-instructional duties promptly

The teacher begins non-instructional duties immediately after the bell rings or class period begins. The teacher develops and uses procedures to minimize time spent in performing routine non-academic task (e.g., checking attendance, completing forms and/or reports, making announcements, collecting and distributing materials, etc.)

Examples:

1. Uses seating chart to check attendance.

2. Posts important announcements.

3. Appoints group leaders to assist with distributing and collecting materials/textbooks/supplies, etc.

7.1.2 Secures the attention of the students at the beginning of the lesson

The teacher secures the attention of the students at the beginning of the lesson through the use of established procedures.

Examples:

1. The teacher might say, "Give me your attention. We are ready to begin."

2. Tapping on desk, establishing eye contact, raising hand, etc.

7.1.3 Begins instructional task promptly

The teacher begins the lesson/instructional task promptly, and gets students on-task quickly.

Note: The teacher should begin the lesson/instructional task within 60 seconds following non-academic responsibilities.

7.2 Arranges instructional materials, supplies, and equipment for use without class disruption

7.2.1 Uses instructional materials and supplies with minimum loss of instructional time

The teacher has materials/supplies arranged, sequenced, and easily accessible prior to the lesson or activity. Using the materials/supplies to facilitate learning, the teacher incorporates them as integral parts of the lesson or activity.

7.2.2 Operates equipment with minimum loss of instructional time

The teacher, in advance of lesson or activity, prepares equipment and checks to assure that it is operating properly. The equipment is placed so that it is readily accessible and is operated with minimum loss of instructional time.

7.3 Engages students in learning activities

7.3.1 Discourages or redirects student digressions

The teacher maintains lesson continuity by leading, guiding and directing. The teacher brings the student who departs from the main lesson or activity back on-task.

Examples:

1. The teacher might say, "Connie, that is a good idea but we'll discuss that topic later."

2. Teacher utilizes eye contact and proximity.

3. Teacher interrupts by word or gesture so that student may respond only in prescribed ways.

7.3.2 Changes in activity occur without significant loss of class time

The teacher changes from one activity to another or changes steps within an activity without significant loss of class time.

Examples:

1. Has all materials and supplies ready in advance of each activity.

2. Begins each new activity promptly.

3. Moves smoothly from one activity to another.

7.3.3 Provides activities for students who finish assignments early

The teacher assigns pre-planned, specific activities for students who complete assigned tasks ahead of schedule.

Example: Assignments may include exercises for enrichment and/or reinforcement of specific skills, reading for enrichment, organized peer tutoring on skills, etc.

7.3.4 Avoids excessive digression from subject matter

The teacher avoids excessive digression from the subject matter content by following the planned sequence of instruction for the lesson or class period.

Note: At times, however, a digression expands and extends and/or contributes to the lesson's effectiveness.

8.0 ESTABLISHING AND MAINTAINING ACCEPTABLE STUDENT BEHAVIOR

8.1 Establishes and maintains rules and procedures which govern student conduct

The teacher establishes or develops with student input acceptable rules or standards of behavior/conduct for the classroom. Once these rules are established, it is the teacher's responsibility to maintain the rules and procedures.

Note: The teacher must formulate rules and establish procedures at the beginning of the school year. Once the rules and procedures are established, student behavior must be carefully monitored and rules consistently enforced. Therefore, establishment of rules and procedures which govern student conduct should have occurred prior to the classroom observation.

8.1.1 Student follows established classroom procedures

The teacher orients the students to the classroom rules and procedures by explaining, demonstrating and/or providing practice for the established rules for conduct. The teacher states expectations and informs students about consequences for misbehavior and maintains consistently the rules for behavior. The students respond by following the established classroom procedures.

Example: The teacher might explain, demonstrate or have students practice (when necessary) procedures for collecting and distributing student work, using signals such as raising hands to speak or answer a question, and moving orderly in halls, sharpening pencils, getting books and supplies, etc.

Note: Students must fully understand classroom procedures before they can be expected to follow them.

8.1.2 Teacher monitors established classroom procedures

The teacher frequently monitors the behavior of <u>all</u> students during whole class instruction, small group activities and independent classwork assignments and during transitions between instructional activities to maintain established rules of behavior.

Note: The smooth operation of the classroom and the behavior of students constitutes evidence that rules and classroom procedures have been established and maintained.

8.2 Uses disciplining strategies, and/or interaction skills to control student conduct

8.2.1 Makes eye contact with students

The teacher regularly scans the class or group and makes eye contact with individual students in order to prevent potential behavior problems. The seating pattern of students and position of the teacher should be conducive to making frequent eye contacts.

8.2.2 Uses proximity strategies

The teacher moves close to students, uses gestures, or a light touch to help eliminate minor behavior problems.

Example: Mrs. Russell might shake her head, place a finger on her lips or just stand near students who are having minor problems to motivate on-task behavior.

8.2.3 Gives feedback on appropriate student behavior

The teacher consistently uses positive statements and actions in an effort to promote appropriate student behavior.

Example: Mrs. Taylor consistently recognizes appropriate student conduct by giving stars, stating the desired behavior to the student or class, gives notes to students, or perhaps provides an opportunity to spend time in a learning center, library or in playing games, etc.

8.2.4 Stops inappropriate student behavior

The teacher stops undesirable student behavior promptly and consistently using the least disruptive and least emotional technique. When appropriate the teacher calls attention to the specifically broken rule.

9.0 DEMONSTRATING KNOWLEDGE OF SUBJECT MATTER BEING TAUGHT

9.1 Presents subject matter

9.1.1 Provides example or illustration for key concept in lesson

The teacher uses a multisensory approach ("hands-on" experience, experiments, charts, diagrams, real life situations, etc.) in developing the elements of the lesson.

9.1.2 States relationship among facts, skills, concepts, principles

The teacher provides learning activities to assist students in connecting factual information and skill development and in seeing relationships of the parts to each other and to the whole in order to understand principle(s) and concept(s).

Examples:

1. The teacher may relate two or more facts, skills, concepts, or principles and note the likenesses, similarities, analogies, etc.

2. The teacher might say, "Today, in science, as we have studied the ostrich and giraffe, we have used many describing words to tell about each animal. The words that we used to describe the animals are called adjectives. The use of adjectives or describing words is a skill that we learned last week in the subject area of language. You can see how helpful that skill has been in our science lesson today."

9.1.3 Presents content in a logical sequence

The teacher decides on the order in which the content will be presented and the sequence in which the activities will proceed, one fact building on another, developing a natural flow/orderly progression.

9.1.4 Restates, emphasizes main ideas

The teacher uses expressions to indicate information to which special attention should be given by the student and to bring attention to important points in the lesson.

Examples:

1. The teacher might say, "Note this", "This is the most important point."

2. Change in intonation and repetition of main ideas.

9.1.5 Provides accurate information

The teacher provides current and correct content information in presenting the lesson.

9.2 Responds to student questions/statements regarding subject matter

9.2.1 Refers to content previously taught

The teacher responds to students' questions/statements by bringing their attention to previously studied material.

Examples:

1. The teacher might say, "Direct your attention to chapter 4, page 10, and let's find the answer to your question." "Yesterday, we studied...." and the teacher proceeds to answer the question directly.

2. The teacher may use visuals such as review of a filmstrip, charts, maps, etc.

9.2.2 Clarifies current content

The teacher uses examples, restates information, elaborates, explains, provides multisensory activities, and builds on previously studied content to bring the current lesson into focus.

9.2.3 Indicates future content

The teacher provides focus and motivation by previewing upcoming lesson(s). The teacher responds to student question(s) and/or statement(s) by providing answers related to future content.

9.2.4 Questions misconceptions, faulty logic, unwarranted conclusions

In clarifying misunderstandings and/or false information, the teacher responds to students' questions by using probing questions, having students verbalize their present understanding, modifying, prompting, rephrasing or applying a student response to redirect student thinking. The teacher asks the student to elaborate or justify his or her comment.

Example: Uses probing questions, has students verbalize their present understanding, modifies, prompts, rephrases, or applies a student response to redirect student thinking.

9.2.5 Provides accurate information

The teacher provides current and correct content information in response to student questions or statements.

9.3 Uses knowledge of subject matter to elaborate on content of lesson

9.3.1 Draws examples from current events

The teacher uses current events to clarify and extend the lesson.

Example: Newspaper articles, up-to-date magazine articles, professional journals, radio, television, and resource persons, etc.

9.3.2 Draws examples from life experiences

The teacher uses practical experiences to relate the relevance of the lesson to everyday life.

9.3.3 Explains new concepts (terms, vocabulary, principles)

The teacher uses verbal or written explanations that introduce and clarify key terms, vocabulary or new words, and major principles when developing a new concept or during the discussion of a topic.

10.0 MAINTAINING A POSITIVE CLASSROOM ATMOSPHERE

10.1 Teacher/student and student/student interaction occurs in academic discussion

10.1.1 Encourages student to share ideas

The teacher encourages student(s) to share ideas by asking the student to express/elaborate/evaluate/amplify his/her feelings/ideas/answers/beliefs about some part of the lesson content and/or assignment.

Examples:

1. After reading a story, the teacher might call on a student to express why he/she thought the main character reacted as he did when he was ignored by his family.

2. The teacher may ask the student to evaluate his/her response or to support his/her answer with evidence, by saying, "Can you support your answer?"

3. The teacher might encourage the student to elaborate by saying, "Tell me more."

10.1.2 Accepts or uses student ideas

The teacher accepts (recognizes the response); uses student ideas to reinforce or extend the lesson content; and/or rephrases a response to emphasize main points that make a response correct or the procedure(s) used to get the correct response.

Examples:

1. The teacher accepts student ideas by acknowledging student(s) response (e.g., The teacher might say, "Yes, Tim, your answer is correct. The word someone is a compound word. We can add that word to our list on the chalkboard.")

2. The teacher might say, "Yes, Sue, you are right. When we added eight ones and six ones, we had four ones left in the ones' column because we had to regroup and make one group of ten which will be added in the tens' column."

3. The teacher may use student ideas as a "bridge" with such comments, as "Let's follow Hugh's idea for awhile," or "Let's use Bob's experiment to test our conclusion."

Note: Research indicates that both simple and extended acceptance of student's ideas is positively related to student achievement.

10.1.3 Refers student's ideas to another student

The teacher refers/redirects the student's idea(s)/response(s) to a different student for reaction/elaboration.

Examples:

The teacher might use comments such as:

1. "Can you add more to Fred's answer?"

2. "Do you agree with Paul? Why or why not?"

3. "Gene, can you restate in your own words what Carol said?"

Note: Research supports that the practice of referring/redirecting student ideas significantly advances student achievement. A greater knowledge of subject matter is produced by involving more students in the interactive process of answering a question.

10.1.4 Encourages alternative responses

The teacher encourages alternative responses in academic discussion.

Examples:

1. Stating a problem in more than one way.

2. Expanding/extending an answer.

3. Rephrasing of statements.

4. Predicting outcomes.

5. Using open-ended stories/situations.

6. Explaining motivations of characters.

10.1.5 Encourages students to express opinions

The teacher asks question(s) or solicits statements/comments in which student(s) are encouraged to express opinions/feelings/beliefs.

Examples:

The teacher may use phrases such as:

1. "Did you like the story? If so, what did you like best about the story?"

2. "How did the main character make you feel?"

3. "Do you think that corporal punishment was justified in that situation?"

4. "What is your opinion of that painting?"

Note: This type interaction has no right or wrong answer and should pose no threat to the student.

10.1.6 Encourages students to ask questions

The teacher encourages students to ask relevant questions with frequency appropriate for the lesson and the learners. The teacher addresses all student questions in a fair, equitable, and positive manner.

Example:

1. The teacher may prompt, rephrase, and call on non- lunteers in order to encourage all students to ask questions.

2. The teacher shows enthusiasm/excitement about a lea -initiated question.

10.2 Communicates high expectations to students

10.2.1 Encourages students to do quality work

The teacher encourages students to do quality work by communicating the learning expectations as students begin tasks/activities. The teacher explicitly indicates the quantity, level or quality of academic work which learners will be expected to attain. The teacher then holds students accountable for the deadlines, form, completeness, neatness, punctuality, accuracy, etc.

Example: The teacher might say, "Everyone should have good contour in your drawing this time and it should meet all the specifications which we discussed. This assignment is due at the end of this class period."

Note: The teacher who holds high, positive expectations for students and bases those expectations for achievement on student capabilities, creates a warm socio-emotional climate for students. In order to establish expectations based on a level of skills acquisition appropriate to ability level, the teacher: (1) should make individual estimates of student potential if they are to maintain a reasonable pace of learning and motivation; (2) should focus on concrete, firsthand information about students; (3) should use recent performance records as global predictors; (4) should make an active effort to focus on positive characteristics by noting each student's positive behavioral characteristics and trying to communicate them to students; (5) should use instructional formats such as diagnostic/prescriptive and mastery programs in order to meet individual needs; (6) should assess student progress frequently.

10.2.2 Encourages students to do projects, independent study

The teacher motivates students to do projects and independent study by providing learning activities that will extend the students' abilities to complete assignments, make choices, stimulate interest, and become increasingly independent learners.

Note:

The teacher should be aware that there are at least three important levels of activities which should be considered.

1. Level I Activities. These are activities that are enjoyable, satisfying and easily completed and which allow a high degree of success because the necessary skills have already been learned.

2. Level II Activities. These are activities that give needed practice in already learned academic skills, increase the learners' speed and/or fluency in responding, and provide practice in working independently.

3. Level III Activities. These are activities that provide practice and extended learning that are directly related to the current target learning for each student.

10.3 Teacher minimizes negative affect

10.3.1 Accepts student responses without ridicule

The teacher accepts student responses without ridiculing them.

Note: The teacher should avoid such remarks as "That's the first time you got anything right this year," or "I'm surprised you got that right," or "Any dummy could do that."

10.3.2 Avoids use of sarcasm/derogatory statements

The teacher avoids using statements and/or gestures that humiliate, intimidate, degrade, or belittle students.

Examples:

1. The teacher should avoid the use of cutting remarks, harsh statements, shaming gestures, etc.

2. The teacher should avoid using statements such as, "You don't know how to jump rope, you klutz," or "Sit down, you turkey."

10.3.3 Avoids outbursts

The teacher maintains emotional control.

Example: The teacher should avoid behaviors such as screaming, temper tantrums, throwing objects, etc.

10.4 Teacher expresses positive affect

10.4.1 Expresses enthusiasm

The teacher expresses enthusiasm by communicating a lively interest about learning.

Example: The teacher may use voice modulations, facial expressions, gestures, posture, enthusiastic phrases, etc.

10.4.2 Uses positive verbal language

The teacher, when interacting with students, uses positive verbal language which promotes a good self-concept.

Examples:

1. The teacher speaks in a warm, friendly way.

2. The teacher uses a pleasant tone of voice.

3. The teacher avoids use of sarcasm and other negative criticism.

10.4.3 Uses positive nonverbal language

The teacher expresses interest, excitement, and enthusiasm in the lesson through positive body language, (i.e. smiles, eye contact), gestures, and movement.

Example: The teacher uses pleasant facial expressions (e.g., smiles, eye contact, etc.), gestures, proximity, etc.

10.5 Teacher involves most students in interaction

10.5.1 Brings uninvolved student(s) into classroom interaction

The teacher uses various techniques to involve most students in classroom interaction.

11.0 COMMUNICATING CLEARLY AND EFFECTIVELY IN THE CLASSROOM

11.1 Oral communication

11.1.1 Uses standard speech

The teacher is expected to demonstrate a reasonable command of the language and to set a good example for students, although perfect or highly formal English is not required. There must be no conspicuous grammatical errors or speech characteristics which distract students or interfere with learning. Frequent difficulty with sentence structure, or subject-verb agreement, or correct verb tense, or double negatives is an indication that the teacher is not using standard speech. Rambling or using disconnected discourse is further evidence of unacceptable performance.

The teacher speaks fluently and precisely. Repeating words or ideas excessively, speaking haltingly with numerous stops and starts, "Uhs" and "Ahs", "you know", and the use of vague words or terms is evidence of a lack of smoothness or preciseness.

The teacher uses vocabulary appropriate for the audience and is understood by most of the students. The teacher may use an informal or conversational language style, but will refrain from using slang expressions or profanity.

11.1.2 Pronounces words correctly

The teacher consistently speaks distinctly and emphasizes syllables properly. The teacher's speech is free of slurring or mumbling of words.

11.1.3 Adjusts rate of speaking when requested

The teacher, in response to a student request or in recognition of the need to change, speeds up or slows down his/her rate of speaking to accommodate the greatest number of students. The teacher will avoid extremely slow or extremely fast rates of speaking which adversely influence student learning.

Note: The type of activity, instructional strategy, subject, lesson content, grade level, student characteristics, etc. determine to a great extent what constitutes the most effective rate of speaking.

11.1.4 Adjusts speaking volume when requested

The teacher, in response to a student request or in recognition of the need to change voice level, speaks louder or softer. The teacher ensures that the volume of speech is at a level at which all students can hear without becoming unduly loud.

Note: One or more students in a class may have some type hearing problem. The teacher should ensure that the physical arrangement of the classroom is adjusted to meet the special needs of these students.

11.2 Written communication

11.2.1 Spells words correctly in written display

The teacher spells all words correctly in written displays in the classroom according to a standard dictionary. Typographical errors which are printed out or corrected by the teacher are excluded.

11.2.2 Spells words correctly in written assignment and class activity

The teacher spells all words correctly in written assignments and class activity(ies) such as writing information on the chalkboard/overheads/handouts, tests, etc., according to a standard dictionary. Typographical errors which are printed out or corrected by the teacher are excluded.

Note: This does not mean that the teacher must know how to spell every word during a class activity without exception. It does require the teacher to recognize any word(s) (especially unfamiliar or highly technical ones) that he/she may be unsure of and to check the spelling before the word appears in writing.

11.2.3 Displays are grammatically correct

The teacher will ensure that all displays are free of grammatical errors.

11.2.4 Assignments and class activities are grammatically correct

The teacher ensures that all written assignments and class activities are free of grammatical errors.

11.3 Gives clear directions

11.3.1 Minimum of procedural questions when teacher gives directions

The teacher gives directions which are precise, concise, specific, and thorough and eliminates the need for students to ask many procedural questions (e.g., "What are we supposed to do?" "When is this due?" "How do we ....?"). Clarity of directions is evidenced when the students show that they understand by following instructions.

11.3.2 Minimum of student confusion when teacher gives directions

The teacher gives specific, clear directions so that students can follow the directions and show minimal evidence of confusion such as giving puzzled looks, asking the teacher or other students what they are to do, or obviously responding in a way that demonstrates a lack of understanding.

11.3.3 Explains to class what they are going to do

The teacher clearly states and explains what the students are expected to do. Explanations should be precise, well organized and sequenced, and realistic in terms of what the particular group of students can be expected to comprehend at one time.

Example: The teacher may explain specific steps to be followed, provide examples of completed work, call attention to potential difficulties, ask questions to check understanding, reclarify previously given directions, etc.

11.3.4 Directs students to do something which is preparatory to or during a learning task

The teacher gives students clear directions for the purpose of introducing, organizing, carrying out, or terminating assignments or activities. The directions may be given in such a way that the student(s) will have a choice of activities.

12.0 EVALUATING STUDENT ACHIEVEMENT

12.1 Sets performance standards for students

12.1.1 Holds students accountable for assignments

The teacher holds students accountable for assignments by thoroughly explaining the assignment(s), giving step-by-step procedures for both in-class and out-of-class work, making assignments within the capabilities of the students, checking to see that students understand the assigned task(s) and monitoring to see that assigned tasks are performed. Assignments are checked and performance discussed and/or recorded.

12.1.2 Sets time for completion of work

The teacher sets and maintains clear, firm and reasonable work due dates. The teacher makes sure students are informed of deadlines/due dates.

12.1.3 Adheres to timelines

The teacher adheres/holds to timelines which have been set for assignments.

Note: The teacher's extension of deadlines should be rare and should only occur for the entire class or group of students if he/she has misjudged their ability to complete assigned task(s). Deadlines might also be extended if a student has been seriously ill or involved in a traumatic situation.

12.1.4 Sets standards for form, completeness, neatness and correctness

The teacher establishes reasonable standards for assignment(s) form, completeness, neatness and correctness of the lesson.

Note: The teacher should be able to communicate clearly and concisely, model/demonstrate the form and correctness expected for lesson assignments so that students can successfully comply. Dr. Madeline Hunter states that "practice does not make perfect" unless the student's work is correct. The teacher should be able to describe the specific steps or procedures needed to insure completeness and neatness.

12.2 Systematically measures student progress

The teacher routinely gathers achievement information (by assessing either verbally or through work products or performances) to determine the extent to which students have mastered the objectives of the lesson(s) or a unit of work which have been appropriately assigned at the students' level of achievement.

12.2.1 Assesses regularly

The teacher assesses/tests/diagnoses learning objectives/activities on a regular basis to determine what students know before instruction, how they are progressing during the course of instruction, and what they have learned as a result of instruction.

12.2.2 Uses multiple means of assessment

The teacher uses a variety of techniques to assess students' learning.

Examples:

The teacher might:

1. observe student performance.

2. examine performance or work products.

3. administer tests which are teacher-made, system or commercially developed, textbook mastery checks, standardized tests, etc.

4. use oral or written questioning techniques.

12.3 Makes instructional decisions on the basis of student assessment results

12.3.1 Reviews assessment results

The teacher reviews and studies sources of student assessments.

12.3.2 Modifies instruction based on review

The teacher reviews and uses learner performance data for modifying and improving instructional content/curriculum.

The teacher uses the results of test data to identify the instructional objectives which have been mastered and the objectives which need to be retaught to specific students.

Example: The teacher uses achievement data or information from all forms of student assessments (teacher-made tests, system or commercially developed, standardized, basic competency test, etc.) to make decisions about the degree of mastery of the lesson or unit of work, when to proceed to the next set of objectives or unit, and how to group students for more effective learning.

12.4 Maintains accurate and comprehensive records of student progress

The teacher maintains accurate and complete records of student progress.

Example: The teacher should use grade books, grade sheets, progress charts, monitoring records as adopted or approved by the school or school system, etc.

12.5 Provides feedback on achievement to students

The teacher informs students about their level of achievement on tests, products or performances.

12.5.1 Uses report cards/progress reports/notes, etc.

The teacher records and reports student progress on report cards, makes progress reports when needed and writes notes, etc., to report achievement to students and parents/guardians.

12.5.2 Returns assessment products

The teacher promptly returns tests, reports, and other assessment products for student review.

12.5.3 Assessment results contain meaningful feedback

The teacher gives meaningful oral/written assessment feedback to students on evaluations which will enable them to understand their level of performance and see where corrections need to be made in order to master the concept.

Note: In order for feedback to be meaningful, the teacher should explain how grades are determined, the standards for grading, etc.

12.5.4 Discusses progress with student(s)

The teacher holds conferences with students when needed to discuss progress. Discussions may be individual or with entire classes ensuring that students understand the grading system and the progress or lack of progress being made.

Example: The teacher should keep students informed of their progress in daily, weekly, monthly or semester work.

12.6 Provides feedback on student achievement to parent(s)

The teacher gives feedback on student achievement/progress to parents.

12.6.1 Uses report cards/progress reports/notes, etc.

The teacher reports student achievement/progress to parents/guardians on report cards/periodic progress reports/notes, etc.

12.6.2 Discusses student progress with parent/guardian

The teacher discusses with parents/guardians, when needed, in conference or by phone, the progress being made by their child.

13.0 ASSUMING RESPONSIBILITY FOR DEVELOPMENT OF SELF AND PROFESSION

13.1 Participates in non-required activities to develop self and the profession

13.1.1 Participates in learned societies or professional organizations

The teacher participates in organizational activities that increase knowledge and improve instructional effectiveness.

13.1.2 Participates in local, state, or national committees

The teacher serves on committees at the local, state, or national levels.

Example: The teacher may serve on committees such as textbook committees, in-service committees, curriculum development committees, etc.

13.1.3 Participates in individual professional development activities

The teacher participates in individual professional development activities to improve teaching skills and increase knowledge.

Example: The teacher might attend non-required workshops/seminars and conferences, enroll in classes related to teaching assignments and/or obtaining graduate degree(s), etc.

13.2 Participates in required individual professional growth activities

14.0 PERFORMING PROFESSIONAL RESPONSIBILITIES

14.1 Completes clerical and fiscal records, job requirements according to timelines

The teacher accurately maintains and completes clerical and fiscal records and submits reports according to established schedules. Job responsibilities are performed by the teacher according to timelines.

14.2 Adheres to written local and state board policies

The teacher assumes personal responsibility for following written state and local board policies.

15.0 HUMAN RELATIONS

15.1 Cooperates with peers, administrators and parents

The teacher cooperates with co-workers, administrators, and parents to promote a positive school atmosphere and a quality instructional program.

15.1.1 Adjusts class activities or schedules when requested to accommodate other school-wide programs and activities

The teacher adjusts class activities or schedules to accommodate school-wide programs/activities which enrich or expand the instructional program.

15.1.2 Assists in school-wide planning when requested

The teacher participates in school-wide planning in an effort to improve instructional programs, enhance working relationships, and promote good public relations.

15.2 Uses community resources to enhance instruction when appropriate

The teacher is knowledgeable about and utilizes community resources to expand and enrich the instructional program.

15.3 Holds parent conferences at a time mutually convenient when initiated by teacher, or requested by parent/guardian

The teacher arranges conferences with parents/guardians upon request or when deemed advisable by the teacher. This should be based on concern for the student and a desire to be helpful and/or supportive.

15.3.1 Shares information concerning criteria for grading when requested

The teacher in response to a request by a parent/guardian, will interpret his/her grading system and explain how grades are determined. If a specific grade is in question, the teacher will review the calculations and procedures used to arrive at the grade and provide an oral or written response.

15.3.2 Discusses graded work with students and/or parents when requested

The teacher, on request, discusses, explains and/or clarifies questions relative to a student's graded work.

15.4 Participates in collegial efforts without giving up individual rights to dissent or to work to effect change

The teacher is expected to take part in and be supportive of group efforts for the purpose of attaining group or organizational goals of a positive nature. The teacher retains the right to disagree or to work to bring about changes/improvements.

Note: Every response of "no" must be accompanied by comments and supported with further documentation.

To identify the teacher as not meeting the competency for human relations, a principal must document that the teacher shows a consistent pattern of non-cooperation with other teachers and administrators. The documentation must have the following characteristics:

a. It must be of such a nature that it can be verified and evaluated by a third party.

b. The behavior must show a consistent pattern, not be limited to isolated incidents.

c. It should be concerned with academic affairs, not social activity or extra-curricular responsibilities.